ENGLISH: SPECIFIC LEARNING INTENTIONS

YEAR GROUP:	Year 7 – 2025-2026		
	Autumn Term	Spring Term	Summer Term 1
	Topic/Unit: Reading based on autobiography ASSESSMENT 1: 11TH-21ST November	Topic/Unit: Reading based on Greek Myths and Legends	Topic/Unit: Reading based on The Gothic Genre
Granular learning intentions/success criteria **(What will pupils know, be able to do and understand)**	Know: • To learn the structure and information in 'Boy' by Roald Dahl • The conventions of autobiographical writing Do: • Locate and retrieve information from a selection of non-fiction texts. • Analyse how the writer uses details, words and structure to create particular effects • Learn key vocabulary • Give a personal response to a text Understand: • Scanning a text to look for specific detail • Writing in full sentences using the wording of the question • Dictionary work to understand difficult vocabulary	Know: • The characters and events from a selection of Greek myths and legends. • Word classes such as, verb, adverbs and adjectives • The format of different transactional writing tasks. Do: • Locate and retrieve information from a selection of fiction and non-fiction texts. • Analyse how the writer uses details, words and structure to create particular effects • Show an understanding of links between modern and traditional texts • Learn key vocabulary Understand: • Scanning a text to look for specific detail • Writing in full sentences using the wording of the question • Dual coding to make links between information and images • Dictionary work to understand difficult vocabulary • Different text types for different purposes	Know: • The conventions of the gothic genre • The historical and social context of Victorian literature • Know the elements of Freytag's triangle for use with fiction writing • The structure and techniques of fiction writing Do: • Find and list correct information • Read, understand and respond to a text using supporting evidence • Analyse how the writer uses details, words and structure to create particular effects. • Explain what you think or feel about the text and discuss how the writer has created these feelings. • Show an understanding of the relationships between texts and the time they were written Understand: • Dictionary work to understand difficult vocabulary • Scanning a text to look for specific detail • When to highlight and label with thoughtful and detailed annotations • Use what/how/why structure to explode a quotation fully • Effectively structure and write analysis paragraphs, embed quotations and use evaluative verbs
	Topic/Unit: Reading: Unseen Poetry Booklet	Topic/Unit: Writing based on Greek Myths and Legends	Topic/Unit: Writing based on The Gothic Genre
	Know: • To learn key poetic techniques • The conventions of poetry writing	Know:	Know:

Do:

Content and Organisation:

- Read, understand and respond to a text, using supporting evidence.
- Analyse how the writer uses details, words and structure to create particular effects.
- Explain what you think/feel about the text and discuss how the writer has created these feelings.

Understand:

- Annotate poems choosing selective words or lines
- Highlighting relevant quotations and making thoughtful comments
- Write about chosen quotations referring to writer's intentions

Tier 2 Vocab	Tier 3 Vocab
• Materialistic • Egotistical • Humiliate • Vindictive • Triumph	• Simile • Metaphor • Personification • Allusion • Theme
SPaG Skills	
9 Clauses (p. 16) 10 Commas for Listing (p.17) & Comma Splicing (p.18) 11 Subject-Verb Agreement (p. 19-20)	
Sentence Structures	
Analytical Writing (What How Why) – Layers of Meaning /Explaining/Tentative Verbs/ Alternatives (new this term)	

Do:

Content and Organisation:

- Fiction writing: write creatively using a range of word classes
- Develop plot by adding descriptive detail
- Plan order and structure writing effectively by using paragraphs

Vocabulary, sentence structure, punctuation and spelling:

- Use a variety of sentence styles
- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary
- Uses tenses correctly

Understand:

- Planning structure of fiction writing
- Planning structure of non-fiction writing with three 'big ideas' in a coherent order
- Editing of work through careful proof-reading.

Tier 2 Vocab	Tier 3 Vocab
• Metamorphosis • Gothic Horror • Adventure • Supernatural • Abandonment	• Foreshadowing • Dramatic Irony • Tension • Pathetic Fallacy • Viewpoint
SPaG Skills	
15. Subordinating Conjunctions (p. 27) 16. Commas for Extra Information (p. 28) 17. Tenses (p. 29-30)	
Sentence Structures	
Revisit sentence structures taught so far.	

Do:

Content and Organisation:

- Fiction writing – write creatively showing understanding of the setting (descriptive writing set in a Victorian asylum)
- Non-fiction Writing – write to inform – newspaper article
- Show an awareness of audience by adapting writing to suit the reader.
- Develop plots and arguments by adding appropriate and sufficient detail.
- Plan, order and structure writing effectively by using paragraphs
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Vocabulary, sentence structure, punctuation and spelling:

- Use a variety of sentence styles
- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary
- Uses tenses correctly

Understand:

- Planning structure of fiction writing
- Planning structure of non-fiction writing with three 'big ideas' in a coherent order
- Editing of work through careful proof-reading.

	Topic/Unit: **Reading** based on the thriller/mystery genre (Begin this by early October)	Topic/Unit::'A Midsummer Night's Dream	Topic/Unit: Topic/Unit: Reading based on Charity Unit (Citizenship Module)
	Know: • The characters and events from a range of thriller stories including 'The Hitchhiker' by Anthony Horowitz • To recognise and learn the structure and conventions of the thriller/mystery genre Do: Read understand and respond to a text using supportive evidence • Analyse how writers uses detail, word and structure to create particular effects • Show an understanding of the relationships between texts and the time in which they were written • Plan, order and structure writing effectively by using the common-quote structure on an unseen text Understand: • Dictionary work to understand difficult vocabulary • Scanning a text to look for specific detail • When to highlight and label with thoughtful and detailed annotations • Use comment-quote structure to annotate a quotation from an unseen text • Effectively structure and write analysis paragraphs, embed quotations and use evaluative verbs **Learning Check:** **- Recall Quiz: Key techniques and Freytag's Pyramid.** **To be completed in class before Oct half term and recorded. Low performers to re-sit.** **-Formative assessment on locate and retrieve and comment-quote**. To be completed in class between October and early November. These are to be marked and recorded. *MAD time must follow this assessment in class. *Follow-up homework task to follow feedback.	Know: • To learn the structure, characters and plot of 'A Midsummer Night's Dream' • To recognise the common themes of the play • The Elizabethan social and historical context Do: • Read understand and respond to a text using supportive evidence • Analyse how Shakespeare uses detail, word and structure to create particular effects • Show an understanding of the relationships between texts and the time in which they were written • Plan, order and structure writing effectively by using the What/How/Why structure Understand: • Dictionary work to understand difficult vocabulary • Scanning a text to look for specific detail • When to highlight and label with thoughtful and detailed annotations • Use what/how/why structure to explode a quotation fully Effectively structure and write analysis paragraphs, embed quotations and use evaluative verbs **Learning Check:** - **Recall Quiz: Tier 2 and 3 Vocabulary and AMND plot** **To be completed in class before Easter and recorded. Low performers to re-sit.** - **Formative Assessment on AMND extract and What/How/Why using seen extract from AMND** - To be completed in class between Easter and early May. These are to be marked and recorded. - *MAD time must follow this assessment in class. - *Follow-up homework task to follow feedback. -	Know: • The function and types of charities • Know and identify the typical features of a charity document • Recognise common features in charity literature Do: • Find and list correct information • Read, understand and respond to a text using supporting evidence • Analyse how the writer uses details, words and structure to create particular effects in non-fiction texts. • Explain what you think or feel about the text and discuss how the writer has created these feelings. Understand: • Taking notes effectively – summarise and reduce information.. • Scanning a text to look for specific detail. • Use comment-quote to analyse writer's craft
	Topic/Unit: **Writing** based on the mystery/thriller genre	Topic/Unit: Writing based on 'A Midsummer Night's Dream	Topic/Unit: Writing based on Charity Unit
			Know:

Know:

Tier 2 Vocab	Tier 3 Vocab
• Treacherous • Duplicity • Fraudulent • Vulnerable • Macabre	• Freytag's Pyramid • Foreshadowing • Atmosphere/Mood • Narrator/Perspective • Tension
SPaG Skills	
5. Noun Phrases (p.12) 6. Verb Phrases (p. 13) 7. Simple & Compound Sentences (p. 14) 8. Co-ordinating Conjunctions (p. 15)	
Sentence Structures	
Analytical Writing (Comment/Quote) – Explaining/Alternatives/Tentative Verbs	

Do:

Content and Organisation:

- Fiction writing: - write creatively showing knowledge and understanding of the thriller/mystery genre
- Develop plot by adding descriptive detail
- Plan order and structure writing effectively by using paragraphs

Vocabulary, sentence structure, punctuation and spelling:

- Use a variety of sentence styles
- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary
- Uses tenses correctly
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Understand:

- Planning structure of fiction writing
- Editing of work through careful proof-reading.

Know:

Tier 2 Vocab	Tier 3 Vocab
• Patriarchy • Great Chain of Being • Hierarchy • Unrequited • Disobedience	• Symbolism • Atmosphere • Dramatic irony • Soliloquy • Comedy
SPaG Skills	
12. Apostrophes (p. 21-23) 13. Improving Vocabulary (p. 24-25) 14. Complex Sentences (p.26)	
Sentence Structures	
Analytical Writing (What How Why) – Layers of Meaning /Explaining/Tentative Verbs/ Alternatives (new this term)	

Do:

Content and Organisation:

- Fiction writing – write creatively showing empathy for the characters (Hermia's diary)
- Non-fiction writing – write to inform (News article on Oberon and Titania's argument)
- Show an awareness of audience by adapting writing to suit the reader.
- Develop plots and arguments by adding appropriate and sufficient detail.
  Plan, order and structure writing effectively by using paragraphs.

Vocabulary, sentence structure, punctuation and spelling:

Use a variety of sentence styles

- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary
- Uses tenses correctly

Understand:

- Planning structure of fiction writing
- Planning structure of non-fiction writing with three 'big ideas' in a coherent order
- Editing of work through careful proof-reading.

Tier 2 Vocab	Tier 3 Vocab
• Empathy • Donation • Benevolence • Generosity • Provision	• Logos • Ethos • Pathos • Persuasive Devices (Yellow Focus)
SPaG Skills	
18. Speech Marks (p. 31-32) Plus repeat any activities that need extra focus	
Sentence Structures	
Non-Fiction Writing – Offering Examples/Explaining/ Counter Arguments/Call to Action	

Do:

Content and Organisation:

- Non-fiction writing – creating a leaflet/poster/presentation
- Show an awareness of audience by adapting writing to suit the reader.
- Develop plots and arguments by adding appropriate and sufficient detail.
  Plan, order and structure writing effectively by using paragraphs

Vocabulary, sentence structure, punctuation and spelling:

- Use a variety of sentence styles
- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary
- Uses tenses correctly